

Make ‘n Take

Name of Make ‘n Take: All About Treaties – A Learning Jigsaw
Theme & Topic: Revival of the Treaty Relationship: Living in Harmony –
Treaties in Saskatchewan Are Recognized and Affirmed, and
Must be honored and Implemented
Names of Teachers: Tammy Appell, Jenn Corbin-Sanderson
Name of School: St. Theresa, Regina Catholic Schools
Grade: Six
Date: June 3, 2009

Materials:

Legacy by Richard T. Price, OTC Video Library, Senteo Kit.

Procedure:

Introductory Activity: Watch OTC video “Treaties as Bridge to the Future” found in Treaty Resource Kit.

1. Using adapted copies of charts found on pgs. 54-57 of the book *Legacy*, students will work cooperatively to transfer information about “Saskatchewan’s 5 treaties onto a chart of their own (using same titles from book.) (The original chart maybe too complex and has to be adapted for students.) Each treaty could be set up as an independent center; students rotate through to obtain all info needed.
2. Students form ‘teams’ and divide up information about the treaties that they studied.
3. Students further develop their learning by playing online flash games about the treaties.
4. Students demonstrate their learning by taking a “Senteo quiz” on Saskatchewan Treaties and working cooperatively as a team to answer the questions.
5. Depending on team results, teacher may wish to re-teach certain information.

6. Watch video “We are All Part of Treaty” found in Treaty Video Library.
7. Using map named “Treaty Boundaries, Location of First Nations and Treaty Sites in Saskatchewan” (Teaching Treaties in the Classroom Grade 6 Appendix J Page 107) as well as a road map of Saskatchewan, have students identify the location of Saskatchewan’s 12 cities on the Treaty Map. Discuss concept of all being treaty People.
8. Share picture of medallion from inside cover of Teaching Treaties in the Classroom Resource Guide Grade 6 as an example of a visual representation of Treaty #6. Allow students to design a medallion of their own to capture the phrase “All Treaty People” or “as long as the sun shines, the grasses grow, and the rivers flow.” Another possible example for visual representation would be for students to use digital photography and Photoshop to recreate the Saskatchewan Treaty Map using images of different people to fill in each colour-coded section of the map. Colors could be according to shirt colors. Activity could be done as a large class where a group is responsible for a certain colour.